

## Response to Intervention Summer Institute, 2011

Through inquiry and practical application, we will begin to identify the strategies most likely to be responsive to student needs. Strategies will include use of artifacts, identification of data necessary to develop components of a fluid schedule, and exploration of possibilities that enhance teaching and learning at the high school level.

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## The 3 R's of Scheduling: Rethink, Redesign, and Respond

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Based upon Analyzing Secondary Resources, Marilyn Crawford, PhD  
TimeWise Schools, LC

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## Scheduling Workshop

*Through inquiry and practical application, we will begin to ...*

- Work with artifacts
- Gather data necessary to develop components of a fluid schedule
- Focus on process rather than product
- Analyze components of schedules
- Explore possibilities that enhance teaching and learning
- Examine different scheduling strategies implemented by others
- Identify the strategies most likely to be responsive to student needs

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- “Teaching is very much a factor of the conditions that enable or disable effective teaching. Context has the greatest power in inhibiting good teaching, or in freeing good teaching. No, context alone does not make a poor teacher better, but context can stop good teachers from doing their best to educate all students.”

*Updraft-Downdraft, pp 14-15<sub>4</sub>*

RETHINK . . .

## Examining Artifacts

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## Artifacts

- Calendar
- Daily Schedule
- Enrollment
- Course Requirements
  - Staffing
  - Achievement
- Policy and Environment

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## Artifacts: Calendar

**How much annual time is available for teaching and learning?**

- Total number student days per year
- Total number early release per year
- Total number of shortened days per year

Calculation

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## Artifacts: Daily Schedule

**How much daily time do you have for teaching and learning, and how is that time organized?**

- School start and end times for teachers
- School start and end times for students
- Bell schedule (number of periods with start and end times) including homeroom, passing times between periods, lunch, recess, and any other scheduled periods of time
- Information on schedule's cycle (Block, 5-day rotation, 6-day rotation, et cetera)
- Class size information; total student contact information

Calculation

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## Artifacts: Enrollment

### What is your student enrollment?

- Total number of students enrolled in school by grade
- Total number/percent students in special education
- Total number/percent students in English as a Second Language
- Percent of students retained by grade level

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## 2010-11 High School Enrollment of 543 Students

Students = 542

- 9<sup>th</sup> - 140 (16)
- 10<sup>th</sup> - 154 (17)
- 11<sup>th</sup> - 142 (29)
- 12<sup>th</sup> - 106 (10)

Note: Enrollment figures include (72) special education students and 1 ESL students

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## Artifacts: Course Requirements

- List of required courses per grade level
- Description of Special Programs; such as READ 180 is 90 minutes

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## Artifacts: Staffing

### What is your current staffing pattern?

- Staff roster with every position listed
- Assignment for each person (principal, English teacher, counselor, et cetera)
- Staff assignment for each teacher every period of the day including duties
- Certification and highly qualified information for each staff member

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### Staffing: for example. . . 40 FTEs

- **Non-Teaching (6.0)**
  - 3 Administrator (1P, 2 AP)
  - 1 Counselor
  - 1 Librarian
  - 1 Literacy Coach
- **Teaching Core (15.0)**
  - 4 ELA
  - 4 Math
  - 3 Social Studies
  - 4 Science
- **Special Education (4.0)**
  - 3 Resource/Inclusion
  - 1 Self-Contained
- **Teaching Elective/Required (15.0)**
  - 4 PE/Health
  - 1 Band/Music
  - 1 AgScience/Env. Sci
  - 2 Business
  - 1 Art
  - 1 FCS
  - 2 NJROTC
  - 1 Spanish
  - 1 French
  - 1 EMT Electives

Calculations

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### 2010-11 High School 40 FTE Teaching Profile

<b>'Non'- Teaching</b>	<b>'Core' Teachers</b>	<b>Elective/ Required Teachers</b>	<b>Special Education Teachers</b>
6 FTE	15 FTE	15 FTE	4 FTE
15%	37.5%	37.5%	10%

### 2010-11 High School Total Teaching Profile 34 FTEs

<b>English &amp; Math Teachers (AYP)</b>	<b>Science &amp; Social Studies Teachers</b>	<b>Elective/ Required Teaching</b>	<b>Special Education Teaching</b>
8 FTEs	7 FTEs	15 FTEs	4 FTEs
23.5%	20.5%	44%	12%

### Artifacts: Policy & Environment

#### What external forces influence teaching and learning?

- Union contract specifications and agreements related to allocating time and staff in schools
- Bulletin 741 Suggestions and Regulations
- Any other information essential to understanding pressures and limits
- Cafeteria seating capacity
- Number of current lunch zones/times

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## Artifacts: Achievement

How well are your students doing?

- LEAP SCORES
- iLEAP scores
- Data pertaining to Tier 2 and Tier 3 intervention needs

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## Student Achievement

- Based on the results from the LEAP or iLEAP,

Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced								
Mastery								
Basic								
Approaching Basic								
Unsatisfactory								

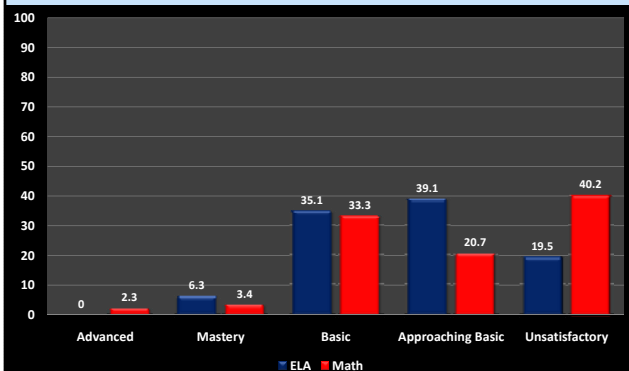
High School  
2010-11

Student Achievement

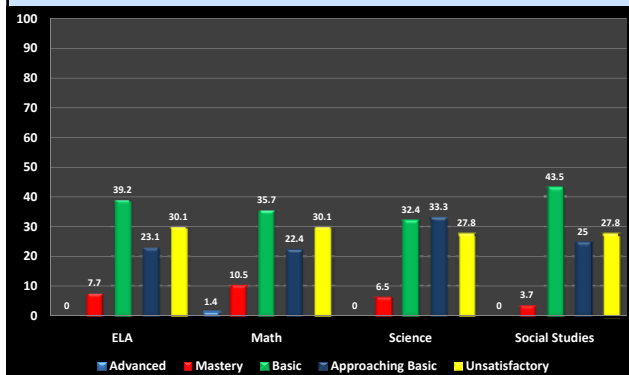
(Based on NCLB Report Cards for subject area tests results from Spring)

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2010-11 High School  
Spring, *iLEAP* Scores



### 2010-11 High School Spring, GEE Scores



### Or, what percentage of students are scoring below the Basic Level?

9 <sup>th</sup> Grade iLEAP	
ELA	58.6%
Math	60.9%
GEE	
ELA	53.2%
Math	52.5%
Science	61.1%
Social Studies	52.8%

### REDESIGN . . .

#### Utilizing Artifact Analyses:

Based on the artifact analysis, what are the conditions that enable or disable teaching and learning in your school?

### Artifacts and Our Students' Needs

- Calendar – Are our annual hours/course sufficient?
- Daily Schedule – Is there any way to increase Total Instructional Time per Day?
- Course Requirements – Are we following *required* or *suggested*?
- Staffing – Are we utilizing our Full Time Employees to address students' needs?
- Policy & Environment – What restrictions/external forces are there?
- Achievement – What degree of intervention do we need and to what percentage of the students?

What is the Relationship  
among  
Time, Personnel, and Infrastructure?

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## 2010-11 High School: Current Time Schedule (7:40 - 2:40)

### Time Schedule for 7 Period day

7:45-8:35	8:40-9:30	9:35-10:25	10:30-11:20	11:20-11:55	12:00-12:50	12:55-1:45	1:50-2:40
Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
50 mins	50 mins	50 mins	50 mins	35 mins	50 mins	50 mins	50 mins

7 Transitional Periods per Day @ 5 Minutes each = 35 Minutes/day (official start of student day is 7:40)

By decreasing lunch time from 35 minutes to 30 minutes/day, HS could increase instructional time by about 15 hours annually.

By decreasing transition time from 35 minutes to 24 minutes/day, HS could increase instructional time by 32.5 hours annually.

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High School  
2010-11

Time Analysis

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## 2010-11 High School: Annual Time Analysis

# Student DAYS	INSTRUCTIONAL TIME REQUIREMENTS						
	mins/yr	mins/day	8 pd	7 pd	6 pd	5 pd	4 pd
182	63,720	350.1	43.8	50.0	58.4	70.0	87.5
181	63,720	352.0	44.0	50.3	58.7	70.4	88.0
180	63,720	354.0	44.3	50.6	59.0	70.8	88.5
179	63,720	356.0	44.5	50.9	59.3	71.2	89.0
178	63,720	358.0	44.7	51.1	59.7	71.6	89.5
<b>177</b>	<b>63,720</b>	<b>360.0</b>	<b>45.0</b>	<b>51.4</b>	<b>60.0</b>	<b>72.0</b>	<b>90.0</b>
176	63,720	362.0	45.3	51.7	60.3	72.4	90.5
175	63,720	364.1	45.5	52.0	60.7	72.8	91.0

### 2010 – 11 High School: School's **Quality** of Time

- **Run-Time:** 50 minutes
  - *Over 4956 50-minute periods in 4 years*
- **Flexibility:** 1 Teacher, 1 Period, 1 Group
- **Collective Response Capacity:** None

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### 2010-11 High School: Time Analysis per Course

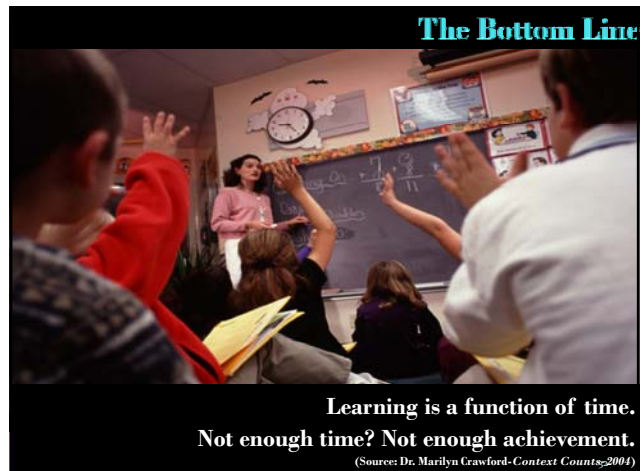
Course	Average Mins/Pd	Days/Yr	Mins/Yr	- 20% Loss	Adjusted Mins	Hrs/Yr	6.5 Hour Days/Yr	Approx. % Instruct
ELA	50	177	8850	1770	7080	118	18	14%
Math	50	177	8850	1770	7080	118	18	14%
Social Studies	50	177	8850	1770	7080	118	18	14%
Science	50	177	8850	1770	7080	118	18	14%
Other & Electives	150	177	26550	5310	21240	354	54	44%

### 2010-11 High School: School Experience per Year... **Where has the time gone?**

#### 1239 50-minute periods

- 18 school days of ELA
- 18 school days of Math
- 18 school days of Science
- 18 school days of Social Studies
- 54 school days of electives/other
- 15.9 school days of lunch
- 15.9 school days of passing from class to class (at 5 minutes each)

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## RESPOND . . .

Using the Artifacts and the Analyses,  
what strategies can we apply to  
create a more responsive schedule?

2011-12 High School

## Introduction to Scheduling Strategies: Natural Alignment of Courses, Power of Two, and Flexible Scheduling

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### 2011-12 High School: Natural Alignment of Courses

ELA	SS
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Math	Science
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There are courses of study that are naturally aligned making back-to-back scheduling the most sensible for students. For example, ELA is to SS as Math is to Science.

### 2011-12 High School: Power of Two

ELA	SS
-----	----

Or

Math	Science
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There is teacher empowerment in the power of two...easier integration of subject matter, greater likelihood professional conversations will occur, and opportunity for flexibility... because it only involves two people

### 2011-12 High School: Flexible Scheduling

ELA	A	B	C	D
SS	B	A	D	C

#### Could be flexed into...

ELA	A	C
SS	B	D

Collective response capacity occurs as teachers determine the purpose and time for flexing into larger blocks of time. For example, a 60-minute period could become a 120-minute block of intensive learning time.

### 2011-12 High School: Added to the Teaming Concept

ELA	A	B	C	D
SS	B	A	D	C
Math	C	D	A	B
Science	D	C	B	A

#### Could be flexed into...

ELA	A
SS	B
Math	C
Science	D

As the level of teacher empowerment builds, the capacity for flexing extends from the power of two to the power of four; with this comes an renewed excitement for innovation based on student needs. In addition to large blocks of time, students can be grouped and regrouped throughout the year according to their needs at that particular time.

### 2011-12 High School: How Good can it Get?

- Day 1 of School Year...
  - Principal hands you a schedule that designates lunch slots and elective classes
  - Principal hands you a list of 100 students
  - Counselor hands you a packet containing data pertaining to the 100 students on your team
  - In-service is spent unpacking the data and getting to know your students
    - Designing the Core team's schedule
- For the next 176 days it is all about student needs, flexibility, accountability, and building a professional community devoted to meeting those needs

*“Teaching is very much a factor of the conditions that enable or disable effective teaching... Context has the greatest power in inhibiting good teaching, or in freeing good teaching. No, context alone does not make a poor teacher better, but context can stop good teachers from doing their best to educate all students.”*

Source: Crawford & Dougherty (2003)-*Updraft Downdraft: Secondary Schools In the Crosswinds of Reform*, pp 14-15

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## Bulletin 741: Carnegie Unit Credit Required Time/Period Schedule

Period Schedule	Minimum Required Seat Time
6 Period Day	10620
7 Period Day	9103
All other configurations, such as 4 x 4 or 8 Period Day	7965
<b>Additional Notes:</b>	
½ Credit courses must be within +/- 120 minutes of total time requirement (Bulletin 741, Page 24)	
“Students may apply a maximum of 2 Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation” (Bulletin 741, Page 57+)	
“JROTC I and II may be used to meet the Health Education requirement. The substitution of JROTC is permissible” for Physical Education” (Bulletin 741, Page 58+)	
Freshmen in 2010-2011+ must “pass three end-of-course tests: English II or English III, Algebra I or Geometry, Biology or American History” (Bulletin 741, Page 57+)	

## 6 Period Schedule: 24 Course Periods 24 Credits (2011/12) Graduation Requirement

Core 4	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
9 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Health/ PE	Fine Arts
10 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	PE	Foreign Lang. or Speech
11 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Elective	Foreign Lang. or Speech
12 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Elective	Elective

Based on Bulletin 741, State Graduation Requirements, and Core 4 Regulations.

“Beginning with incoming freshmen in 2008-2009, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum.” After completing the 10<sup>th</sup> Grade, students have the opportunity to opt out of the Core 4 program as long as guidelines are followed. (p. 57) <sup>42</sup>

## 7 Period Schedule: 28 Course Periods 24 Credits (2011/12) Graduation Requirement

Core 4	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
9 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Health/ PE	Fine Arts	Elective
10 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	PE	Foreign Lang. or Speech	Elective
11 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Elective	Foreign Lang. or Speech	Extra
12 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Extra	Extra	Extra

Based on Bulletin 741, State Graduation Requirements, and Core 4 Regulations.

“Beginning with incoming freshmen in 2008-2009, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum.” After completing the 10<sup>th</sup> Grade, students have the opportunity to opt out of the Core 4 program as long as guidelines are followed. (p. 57) <sup>43</sup>

## 8 Period Schedule: 32 Course Periods 24 Credits (2011/12) Graduation Requirement

Core 4	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
9 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Health/ PE	Fine Arts	Elective	Extra
10 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	PE	Foreign Lang. or Speech	Elective	Extra
11 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Elective	Foreign Lang. or Speech	Extra	Extra
12 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Extra	Extra	Extra	Extra

Based on Bulletin 741, State Graduation Requirements, and Core 4 Regulations.

“Beginning with incoming freshmen in 2008-2009, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum.” After completing the 10<sup>th</sup> Grade, students have the opportunity to opt out of the Core 4 program as long as guidelines are followed. (p. 57) <sup>44</sup>

4x8 Period Schedule: 26 Course Periods 24 Credits (2011/12) Graduation Requirement								
Core 4	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
9 <sup>th</sup> Grade	Eng		Math		Science		Social Studies	Health/PE
10 <sup>th</sup> Grade	Eng		Math		Science		Social Studies	Foreign Lang. or Speech
11 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	PE	Foreign Lang. or Speech	Elective	Elective
12 <sup>th</sup> Grade	Eng	Math	Science	Social Studies	Fine Arts	Elective	Extra	Extra

Based on Bulletin 741, State Graduation Requirements, and Core 4 Regulations.

"Beginning with incoming freshmen in 2008-2009, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum." After completing the 10<sup>th</sup> Grade, students have the opportunity to opt out of the Core 4 program as long as guidelines are followed. (p. 57)

## 2011-12 High School

# Scenario 1

Modify current 7 period schedule (teachers instructing 6 out of 7 periods) focus on increasing collective response capacity through 9<sup>th</sup> & 10<sup>th</sup> Grade Academy design

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## 2011-12 High School Scenario #1: Organization



## 2011-12 High School Scenario #1: Overall Distribution of 40 FTEs

Designation	9 <sup>th</sup>	9/10	10 <sup>th</sup>	11/12 <sup>th</sup>	Consider
6.0 Non-Teaching (1P, 2AA, 1 Counselor, 1 Librarian, 1 Coach)	Attach 1 AA			Attach 1 AA	Rather than 2 part-time AA trade for 1 FTE
15.0 Core (4 ELA, 4 Math, 4 Science, 3 SS)	4	4	4	3	Need 1 FTE for SS on 11/12 Need 1 FTE for English on 11/12
15.0 Non-Core (Elective)	Period 5 & 6 estimate 50% students in elective = 5 FTE Period 7 = 10 FTE			Elective needs vary by period from 2 to 6 FTE	Reassign 1 FTE to SS Trade 1 FTE for English At most 13 Elective FTEs are needed last period
4.0 Special Education (1 self-contained, 3 Resource)	Attach 1	Attach 1	Attach 1	Attach part-time	Self-Contained remains same

## 2011-12 High School

## Scenario 1

9<sup>th</sup> Grade Academy  
(4 FTE Teaching Team)

*Focus on increasing collective response capacity, common prep, interventions, job-embedded professional development (bi-weekly)*

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## 2011-12 High School Scenario 1: 9<sup>th</sup> Grade Academy

9 <sup>th</sup> Grade Academy 100 Students	Period 1 57 7:40 - 8:37	Period 2 52 8:40 - 9:32	Period 3 52 9:35 - 10:27	Period 4 52 10:30-11:22	Lunch 30 11:25-11:55	Period 5 52 11:58-12:50	Period 6 52 12:53-1:45	Period 7 52 1:48-2:40
4 FTEs 1:25	Core	Core	Core	Core	Lunch	52 minute period or 104 minute block		Prep
ELA	9A	9B	9C	9D	Common Lunch for All Teachers	Students not meeting achievement standards remain with Core teachers for intervention, remediation, etc.  Time requirement accommodates Read 180 needs.	Common Prep	
SS	9B	9A	9D	9C	Common Lunch for Students			
Math	9C	9D	9A	9B				
Science	9D	9C	9B	9A				

Natural Alignment of Courses

The Power of Two  
Flexible Run Time

Student meeting or exceeding achievement standards receive 2 electives during these two periods.

Bulletin 741: 45 prep/day or weekly equivalent  $5 * 52 = 260$  which is 35 minutes greater than required.

## 2011-12 High School

## Scenario 1

9/10 Academy  
(4 FTE Teaching Team)

*Focus on increasing collective response capacity, common prep, interventions, job-embedded professional development (bi-weekly)*

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## 2011-12 High School Scenario 1: 9/10 Academy

94 Students 9 <sup>th</sup> Grade=40 10 <sup>th</sup> Grade=54	Period 1 57 7:40 - 8:37	Period 2 52 8:40 - 9:32	Period 3 52 9:35 - 10:27	Period 4 52 10:30-11:22	Lunch 30 11:25-11:55	Period 5 52 11:58-12:50	Period 6 52 12:53-1:45	Period 7 52 1:48-2:40
4 FTEs 1:24	Core	Core	Core	Core	Lunch	52 minute period or 104 minute block		Prep
ELA	9A	9B	10C	10D	Common Lunch for All Teachers	Students not meeting achievement standards remain with Core teachers for intervention, remediation, etc.  Time requirement accommodates Read 180 needs.	Common Prep	
SS	9B	9A	10D	10C	Common Lunch for Students			
Math	10C	10D	9A	9B				
Science	10D	10C	9B	9A				

Natural Alignment of Courses

The Power of Two  
Flexible Run Time

Student meeting or exceeding achievement standards receive 2 electives during these two periods.

Bulletin 741: 45 prep/day or weekly equivalent  $5 * 52 = 260$  which is 35 minutes greater than required.

## 2011-12 High School

**Scenario 1**

10<sup>th</sup> Grade Academy  
(4 FTE Teaching Team)

*Focus on increasing collective response capacity,  
common prep, interventions, job-embedded professional  
development (bi-weekly)*

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## 2011-12 High School Scenario 1: 10<sup>th</sup> Grade Academy

10 <sup>th</sup> Grade Academy 100 Students	Period 1 57 7:40 - 8:37	Period 2 52 8:40 - 9:32	Period 3 52 9:35 - 10:27	Period 4 52 10:30-11:22	Lunch 30 11:25-11:55	Period 5 52 11:58-12:50	Period 6 52 12:53-1:45	Period 7 52 1:48-2:40
4 FTEs 1:25	Core	Core	Core	Core	Lunch	52 minute period or 104 minute block		Prep
ELA	10A	10B	10C	10D	Common Lunch for All Teachers	Students not meeting achievement standards remain with Core teachers for intervention, remediation, etc.  Time requirement accommodates Read 180 needs.		Common Prep
SS	10B	10A	10D	10C	Common Lunch for Students			
Math	10C	10D	10A	10B				
Science	10D	10C	10B	10A				

Natural Alignment of Courses

The Power of Two

Flexible Run Time

Student meeting or exceeding achievement standards receive 2 electives during these two periods.

Bulletin 741: 45 prep/day or weekly equivalent  $5 * 52 = 260$  which is 35 minutes greater than required.

## 2011-12 High School

**Scenario 1**

11<sup>th</sup> - 12<sup>th</sup> Grades  
(3 FTE + 2 FTE reassigned or traded from elective pool)

*Focus on increasing collective response capacity, common  
prep, interventions, job-embedded professional  
development (bi-weekly)*

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## 2011-12 High School Scenario 1: 11<sup>th</sup> & 12<sup>th</sup> Grades

11 <sup>th</sup> - 12 <sup>th</sup> Grades 210 Students	Period 1 57 7:40 - 8:37	Period 2 52 8:40 - 9:32	Period 3 52 9:35 - 10:27	Period 4 52 10:30-11:22	Period 5 52 11:25-12:17	Lunch 30 12:20-12:50	Period 6 52 12:53-1:45	Period 7 52 1:48-2:40
5 FTEs 11 <sup>th</sup> = 29 (5 sec) 12 <sup>th</sup> = 27 (4 sec)	Core/ Prep	Core/ Prep	Core/ Prep	Core/ Prep	Core/ Elective	Lunch	Core/ Elective	Core/ Elective
ELA	11A	11B	11C	Prep	11D		11E	12A
ELA	12B	12C	12D	Prep	Elective?		Elective?	Elective?
SS	11B	11A	Prep	11D	11E		11C	Elective?
Math	11D	Prep	11E	11B	11C		11A	Elective?
Science	Prep	11C	11A	11E	11B		11D	Elective?
Sections in Electives	11C,E 12A,C,D	11D,E 12A,B,D	11B,D 12A,B,C	11A,C 12A,B,C,D	11A 12A,B,C,D		11B 12A,B,C,D	11A,B,C,D, E 12B,C,D
# in Electives	54	54	54	164	135 + 1FTE		135+1FTE	221+4FTE

## 2011-12 High School

## Scenario 1

## Master Schedule

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## 2011-12 High School - Scenario #1: Master Schedule

9 - 10 Academies 294 Students	Period 1 57 7:40 - 8:37	Period 2 52 8:40 - 9:32	Period 3 52 9:35 - 10:27	Period 4 52 10:30-11:22	Lunch 30 11:25-11:55	Period 5 52 11:58-12:50	Period 6 52 12:53-1:45	Period 7 52 1:48-2:40
12 FTEs 1:25	Core	Core	Core	Core	Lunch	150 in Intervention w/12 Core FTEs 1:13 ratio	Prep	
11 <sup>th</sup> - 12 <sup>th</sup> Grades 248 Students	Period 1 52 7:40 - 8:37	Period 2 52 8:40 - 9:32	Period 3 52 9:35 - 10:27	Period 4 52 10:30-11:22	Period 5 52 11:25-12:17	Lunch 30 12:20-12:50	Period 6 52 12:53-1:45	Period 7 52 1:48-2:40
5 FTEs 1:28	Core/ Prep	Core/ Prep	Core/ Prep	Core/ Prep	Core/ Elective	Lunch	Core/ Elective	Core/ Elective
#s in Electives	54 w/2 FTE	54 w/2 FTE	54 w/2 FTE	164 w/6 FTE	135 + 1FTE w/4 FTE		135+1FTE w/4 FTE	221+4FTE w/3 FTE
#s in Electives					150 w/ 5 FTE	150 w/ 5 FTE	150 w/ 5 FTE	294 w/ 10 FTE
13 Elective FTEs in pool	3 Available 4 Reading 4 PD	3 Available 4 Reading 4 PD	7 Available 4 Reading	3 Available 4 Reading	0 Available 4 Reading (addresses overlap in time)		0 Available 4 Reading	0 Available

Based on this scenario, 4 elective FTEs could be identified, trained and utilized as reading interventionists (read 180) periods 1 through 6.

Used 13 Elective FTE because 2 were moved to Core teaching slots (1 English + 1 SS).

## 2011-12 High School

## Scenario 1

## Intervention

*'Pull-in' under-utilized and/or non-teaching staff to decrease base class size and address intervention needs.*

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2011-12 High School Scenario 1:  
Intervention

- By pulling-in under-utilized and/or non-teaching staff, student intervention needs can be addressed at High School as indicated in the previous slide.
  - 11/12 Intervention numbers are estimated at 21 students with 4 to 11 FTE available throughout the day for a ratio well within the grant guidelines.
  - 9/10 Intervention numbers are estimated at 150 students with 12 Core FTEs & 4 Elective FTEs available periods 5 & 6 for a 1:10 ratio. By pulling in the 3 attached special education teachers, the high school could get the average base class size reduced to 1:8. Another option would be to use 6 FTEs to provide Tier III intervention at a 3:1 ratio while 13 FTEs provide Tier II intervention at a 10:1 ratio.

## 2011-12 High School

## Scenario 1

## Job-Embedded Professional Development

'Pull-in' under-utilized and/or non-teaching staff to release content specific teachers on a weekly, bi-weekly, or monthly basis

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2011-12 High School Scenario 1:  
Content Specific PD

FTE	Monday	Tuesday	Wednesday	Thursday	Friday
Music	9 <sup>th</sup> SS	9 <sup>th</sup> ELA	9 <sup>th</sup> Math	9 <sup>th</sup> Science	PD
Ag Science	9/10 SS	9/10 ELA	9/10 Math	9/10 Science	PD
ROTC	10 <sup>th</sup> SS	10 <sup>th</sup> ELA	10 <sup>th</sup> Math	10 <sup>th</sup> Science	PD
EMT	11/12 SS	11/12 ELA	11/12 Math	11/12 Science	PD
Library		11/12 ELA			PD

This strategy uses 4 under-utilized FTE and 1 non-teaching FTE to release Core FTEs for the first two periods (109-minute block) on a weekly, biweekly, or monthly basis which gives the Literacy Coach the opportunity to work with groups of content specific teacher. Content specific teachers are afforded opportunity for vertical and horizontal articulation.

2011-12 High School - Scenario 1:  
A Few Advantages

- **Common Planning** time for all Academy Core teachers last period of the day. 260 minutes/week is in excess of Bulletin 741 by 35 minutes/week. Could use a 52-minute prep for study group on a bi-weekly basis.
  - In addition to Academy Core teachers sharing a prep, the 3 attached special education teachers also share this prep period which provides the coach with an opportunity to work with them in a group setting on a daily basis.
- **Professional Development** embedded within the school day (52-minutes on a bi-weekly basis...could be every other Wednesday).
  - Additional 109-minute content specific job-embedded professional development session is possible on a weekly, bi-weekly, or monthly basis.
- **Flexible Run Time:** Academy schedules have power of two and natural alignment so teachers can flex in and out of extended blocks of time according to instructional needs.
- **Double Dosing** available to students during 104 minute period per day. Could service Tier II and Tier III needs. (Assumes Tier III students will be in an alternative program)
- **Greater Personalization** could be achieved in a 2 year loop provided teachers meet certification and/or highly qualified requirements.

2011-12 High School - Scenario 1:  
A Few Disadvantages

- Many teachers share responsibility for addressing intervention needs which could require additional cost for training, room set-up, and resources.
- Core 4 regulations will require more Core FTE and less elective FTE unless budget allows hiring additional staff.
- Many under-utilized staff teach intervention and/or release core teachers for PD which increases their teaching load.
- Moving 9<sup>th</sup> Grade electives to periods 5, 6, and 7 would not give all 9<sup>th</sup> Graders access to it in one year. (Approximately 50 students would not have access)
- Adding a 2<sup>nd</sup> English teacher to the 11/12 team may require a trade in elective FTE.



### 2011-12 High School - Scenario 1: A Few Consideration

- Teachers loop with students two consecutive years.
- Increasing electives as intervention needs decrease.
- Running two separate lunch periods keeping 9<sup>th</sup> and 10<sup>th</sup> Graders separate from upper classmen.
- Assign classrooms according to Academy needs to further decrease transition time.
- 11/12 team may need to increase Math, Social Studies, and Science FTE allotment as Core 4 requirements reach that level.
- Scenario 1 does not address fluctuation of on-campus 12<sup>th</sup> Graders. (Who comes late, who leaves early, etc.)
- Training a certified teacher to facilitate Virtual Learning classes which will increase student choice and decrease need for those tiny, tiny classes. Librarian may be a good candidate.

### •Appendix

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### A Few Strategies used to Improve Response Capacity . . .

- Coaches
- Reading courses
- Double-dose courses
- Freshman seminar/advisory periods
- Common planning time
- Professional development – ongoing & embedded into school day
- Flexible run-times
- Personalization via teams, academies, and/or looping

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### How much **MAXIMUM** annual time per course do you have at your school?

For example...

Annual Minutes (50 Minutes) (177 Days)	Annual Hours (Divide Annual Minutes by 60)	Annual School Days (6.5-hour days)	Annual Work Days (8-hour days)
8850 mins.	147.5 hrs.	22.7 days	18.4 days

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## How much ACTUAL annual time per course do you have at your school?

For example...

Annual Minutes (50 Min.) (177 Days) (less 20%)	Annual Hours (Divide Annual Minutes by 60)	Annual School Days (6.5 hour days)	Annual Work Days (8-hour days)
7080 mins.	118.0 hrs.	18.2 days	14.8 days

## One period: Is it enough?

- 50 Minutes/Day
- 177 Days/Year
- 8,850 minutes/Year
- 147.5 Hours/Year
- 22.7 School Days/Year (at 6.5 hrs/day)
- - 20% Estimated Loss  
(10% School, 10% Class)
- **18.2 Real School Days**

(return)

## Example of Time Allocation in an 8 period schedule

- Start: 7:40      End: 2:40
- Total Time: 420 minutes
- 420 - 35 (lunch) = 385
- 385 - 35 (passing) = 350
- Total Instructional Time: 350 minutes
- 350/7 periods = **50** minutes per period

(return)

## 2010 – 11 High School Impact of FTEs & Scheduling Options on Class Size

# Students	# FTEs	Position	Average Base Class Size		
			7 out of 8	5 out of 6	6 out of 7
542	40	Everyone Teaches	15.49	16.33	<b>15.76</b>
542	39	Principal	15.88	16.74	<b>16.16</b>
542	38	Assistant Principal	16.30	17.18	<b>16.59</b>
542	37	Assistant Principal	16.74	17.65	<b>17.03</b>
542	36	Counselor	17.21	18.14	<b>17.51</b>
542	35	Librarian	17.70	18.66	<b>18.01</b>
542	34	Literacy Coach	18.22	19.21	<b>18.54</b>
542	33	Special Education	18.77	19.79	<b>19.10</b>
542	32	Special Education	19.36	20.41	<b>19.69</b>
542	31	Special Education	19.98	21.06	<b>20.33</b>
542	30	Special Education	20.65	21.77	<b>21.01</b>
542	29	FTEs Non-teaching Periods	21.36	22.52	<b>21.73</b>

if non-teaching FTEs, increase average base class size by about 6 students.

2010 – 11 High School: Effect of Scheduling Options on Teaching Time					
# Students	Avg. Base Class Size	Sections	7 out of 8	6 out of 7	5 out of 6
			FTEs Needed	FTEs Needed	FTEs Needed
542	30	18	20.6	21.1	21.7
542	29	19	21.4	21.8	22.4
542	28	19	22.1	22.6	23.2
542	27	20	22.9	23.4	24.1
542	26	21	23.8	24.3	25.0
542	25	22	24.8	25.3	26.0
542	24	23	25.8	26.3	27.1
542	23	24	26.9	27.5	28.3
542	22	25	28.2	28.7	29.6
542	21	26	29.5	30.1	31.0
542	20	27	31.0	31.6	32.5
542	19	29	32.6	33.3	34.2
542	18	30	34.4	35.1	36.1
Percent of Teaching Time			87.5%	85.7%	83.3%

On a 6 out of 7 teaching schedule with an average base class size of 25 requires a minimum of 25.3 full-time teaching staff.

[Return](#)

